

Spring 1-15-2002

ENG 3001-002

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English 3001—002

Textbooks

- Hairston, *Successful Writing*, 4th ed. (SW)
- Hult, *Researching and Writing*, (R&W)
- Fulwiler and Biddle, *A Community of Voices* (COV)
- Hacker, *A Writer's Reference*, 4th ed. (WR)
- Harnack and Kleppinger, *Online!* 2000 ed. (O!)
- A standard college dictionary

Policies and Assignments

1. **Writing:** We'll be doing lots of it--in class and out of class! Some of your writing will be "writing to learn"--writing intended to help you to stimulate thought and reflection, to clarify an idea, to expand an idea. At others times you will be writing to communicate your thoughts to others--to me, to members of your writing group, to other students in your major. The goal is for you to discover what it means to be a good writer in your major and ultimately to produce and analyze writing that is typical of a successful professional writing in your field. [There is no final exam in 3001.]

2. **Format:** All out-of-class writing should be typed--double spaced, with 1-inch margins on all sides. If you use a computer, please take the justification off the right margin. Include your name, section number, the date, and the essay number on each essay. You will also need a disk to use for in-class writing activities--Please bring it with you to class on days we meet in the writing lab.

3. **Revisions:** To receive credit for the class, designated essays must be revised according to the system we will discuss in class and should be returned to me no later than one class period after they are returned to you.

4. **Late papers:** It is extremely important to keep pace with the assignments and the group activities, and so I ask that all papers and group assignments be turned in on their due dates unless we have made other arrangements. In an emergency situation, please contact me as soon as possible. An unexcused late essay will be graded down one-half letter grade for each class period that it is late. Late group assignments will lower your "group grade." All assignments must be completed and designated essays must be completed using the peer group in order for you to receive a passing grade in the course.

5. **Plagiarism:** Here is the English Department policy--"Any teacher who discovers an act of plagiarism--'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' (*Random House Dictionary of the English Language*)--has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course, and to report the incident to the Judicial Affairs Office." Included under plagiarism is the irresponsible handling of documentation whether from interview, print or electronic sources (i.e., in a way that is intended to misrepresent the use of another author's material).

6. **Attendance:** Class participation is essential to becoming a better, more able, and responsible writer and collaborator—this includes being fully prepared and taking part in class discussions and in-class exercises. In general, if you have a problem, please call me or come in to my office to see me as soon as possible. More than three unexcused absences will lower your class participation grade to an F. As outlined in the student catalogue, I will consider an absence excused only for "reasons of illness, emergency, or university activity." Please provide me with a brief memo (e-mail is fine) when an excused absence occurs. Also, please be on time--a significant pattern of tardiness will lower your class participation grade. [Note: If you miss an assigned conference, this generally counts as three class absences.]

7. **Grading:** The essays assigned in the course are sequential and increasingly challenging. The goal is to strengthen existing abilities and then to use these to develop new ones. Given this course structure, essays and writing produced at the end of the semester will weigh more heavily in determining your final grade; in addition, I will consider the success of your revision process, your group participation, and your class participation: Essays 1=10% ; Secondary Resources Report=10%; Essay 2 =20%; Essay 3=35%; group and class participation, as well as in-class exercises/web postings=15%; Revisions of Essays 1 & 2=10%. Extra Credit: Journal (a total of at least 28 entries; no partial credit--all entries must be completed)=10%.

8. **Writing groups:** Both in college and in the work world, collaboration is a common and effective way to improve your own and your peer's writing or to produce a common document. We will discuss the actual process of writing groups in great detail when the time comes. It is an essential part of the course which requires concern and careful attention on the part of all group members. Your efforts will be repaid many times over. When final formal essays are turned in, all drafts, prewriting, and group critiques must be turned in as well.

9. **Extra Credit Writing Journal:** I would like you to encourage you to keep a writing journal this semester. It's meant as a place to reflect on and improve your writing process and insights into writing in your field. Many students have reported this activity as among the most valuable in the class. Plan to write entries of approximately 300 plus words (focusing on a single point/idea--this is not a freewriting journal) and to write two entries per week. One entry must focus on the writing process and the other may focus on any topic you feel is more generally relevant to this class. "Writing process" entries might include responses to class discussion, to the writing groups, to our readings. You also might reflect on writing in other classes, especially in your major--i.e., the types and quality of writing in textbooks, the types and intentions of papers, the goals of handouts, your goals or strategies for certain assignments. I'll try to make additional suggestions as the semester goes along. I will collect your journal at various times during the semester, but the writing here is mainly for your use, so I will not be reading it as a "finished product" where polished editing and attention to audience are more important. All I ask is that you take it seriously, that you do it regularly, and that I can read it! A total of 28 entries must be completed to receive a C or better on this assignment.

10. **Disabilities:** If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

11. **Office Hours:** Please feel free to drop in during my scheduled hours--or to request an appointment. If you have questions, be sure to ask them--in class or after. Chances are that if you have a question, someone else has the same question!

Spring 2001--3001 Section 002
SECTION 1: The Writing Process

Week 1

M 1/7--Introductions

W 1/9--*SW* chpt. 2; [**Check out the 1/23 assignment so you can do the background work in time--you will want to set up interview times and prepare your questions.**]

F 1/11--Meet in ETIC--Be sure to complete web workshop assignment by class
(Journal ideas: Write a more complete critique of your "good writing" sample; reflect on the process you used to select your sample; consider your goals for this class; reflect on previous journals/diaries/notebooks that you have kept or been asked to keep.)

Week 2

M 1/14--*COV* 324-330, 654-658

W 1/16--*SW* chpt. 3; Assign Essay #1

F 1/18--Write Essay #1 in class; be sure to get started on the assignment for 1/23
(Journal ideas: Reflect on what makes your own writing successful and/or on the types of writing you have been called on to do in your major or, more generally, in your college career; examine what has helped you to succeed when you were required to do writing you did not especially look forward to doing.)

Week 3

M 1/21--NO CLASS

W 1/23-- *COV* 22-27; Writing groups assigned; by today, conduct a brief interview with 1 or 2 professors in your major department. First, present the person you are interviewing with a concise definition of the terms "explanatory" and "exploratory" (see *SW* chpt. 3) and ask a brief sequence of prepared questions meant to gather their impressions of how these two types of writing are most often used by students and professionals in your field/discipline. A workshop will be set up on the website for you to post the questions you asked and a summary of the responses--use your major as the heading for you posting. Post all results by noon on 1/22 so you can read one another's results before today's class--especially those by students in your own or similar majors.

F 1/25-- *SW* chpt. 4; Group interviews in class (See *SW* p.40); bring *COV* to class so reading for Monday can be clarified
(Journal Ideas: What other kinds of writing are you being asked to do this semester? Analyze the kinds of writing, the types of audiences, etc.)